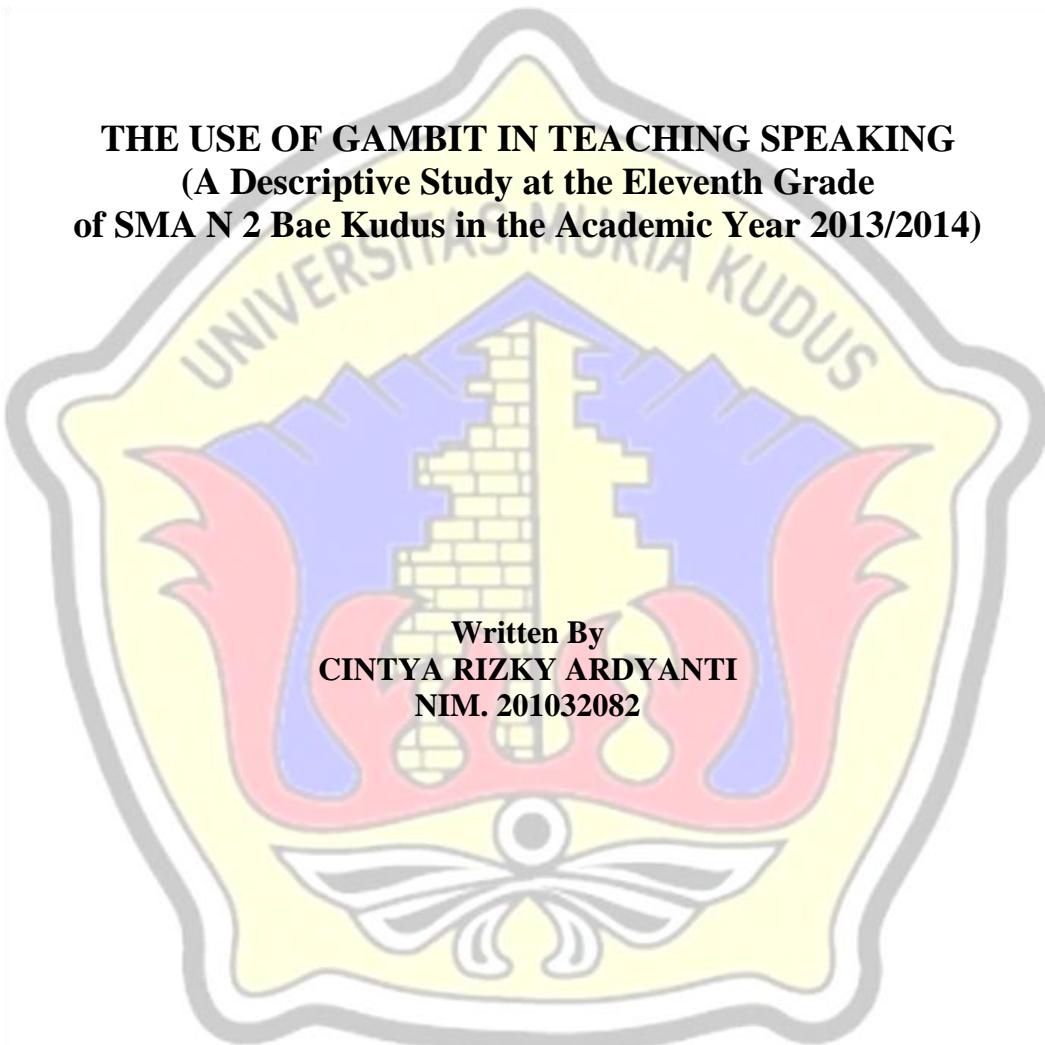




**THE USE OF GAMBIT IN TEACHING SPEAKING**  
**(A Descriptive Study at the Eleventh Grade**  
**of SMA N 2 Bae Kudus in the Academic Year 2013/2014)**



Written By  
CINTYA RIZKY ARDYANTI  
NIM. 201032082

The logo is a larger, more detailed version of the one at the top. It features a yellow background with a grey five-pointed star outline. Inside the star is a purple mountain-like shape with a yellow brick wall structure in the center. Red flame-like shapes are on either side. The text "UNIVERSITAS MURIA KUDUS" is curved along the top. At the bottom is a grey stylized flower or leaf design. The author's information is centered in the yellow area.

**ENGLISH EDUCATION DEPARTMENT**  
**TEACHER TRAINING AND EDUCATION FACULTY**  
**MURIA KUDUS UNIVERSITY**  
**2014**



**THE USE OF GAMBIT IN TEACHING SPEAKING**  
**(A Descriptive Study at the Eleventh Grade**  
**of SMA N 2 Bae Kudus in The Academic Year 2013/2014)**



**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2014**

## **MOTTO AND DEDICATION**

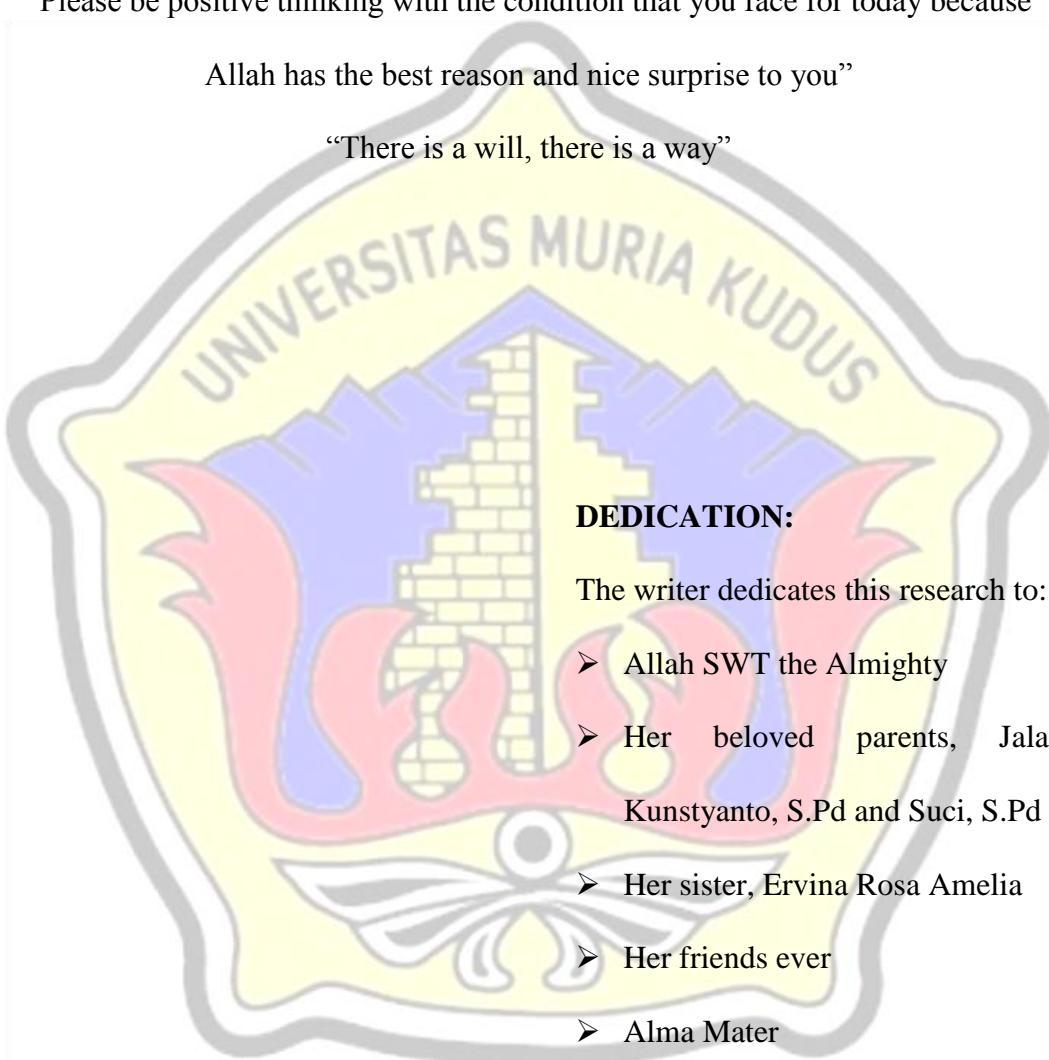
### **MOTTO:**

“Just do the best for today because it belongs to your future!”

“Please be positive thinking with the condition that you face for today because

Allah has the best reason and nice surprise to you”

“There is a will, there is a way”



### **DEDICATION:**

The writer dedicates this research to:

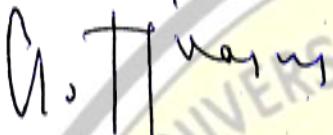
- Allah SWT the Almighty
- Her beloved parents, Jalal Kunstyanto, S.Pd and Suci, S.Pd
- Her sister, Ervina Rosa Amelia
- Her friends ever
- Alma Mater

## **ADVISOR APPROVAL**

This is to certify that the Skripsi of Cintya Rizky Ardyanti (2010 32 082) has been approved by the skripsi advisor for futher approval by the Examining Committee.

Kudus, 13<sup>th</sup> August 2014

Advisor I

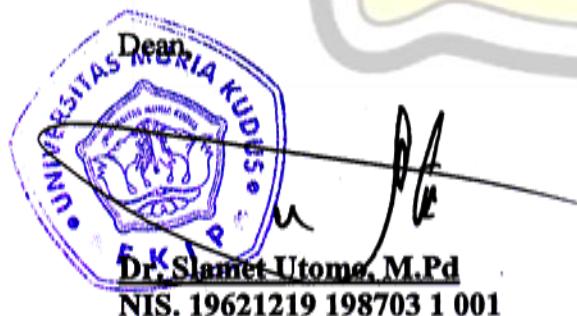
  
**Dr. H. A. Hilal Madjdi, M.Pd**  
NIS. 0610713020001020

Advisor II

  
**Dra. Sri Surachmi, M.Pd**  
NIS. 0610701000001186

Acknowledged by

The Faculty of Teacher Training and Education



## EXAMINERS' APPROVAL

This is to certify that the Sripsi of Cintya Rizky Ardyanti (2010 32 082) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education

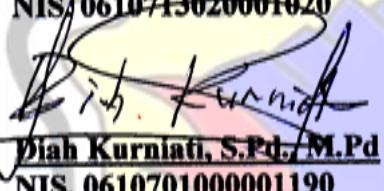
Kudus, 25<sup>th</sup> August 2014

Skripsi Examining Committee:



Dr. H. A. Hilal Madjdi, M.Pd  
NIS. 0610713020001020

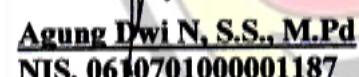
, Chairperson

  
Diah Kurniati, S.Pd., M.Pd  
NIS. 0610701000001190

, Member

  
Nuraeningsih, S.Pd., M.Pd  
NIS. 0610701000001201

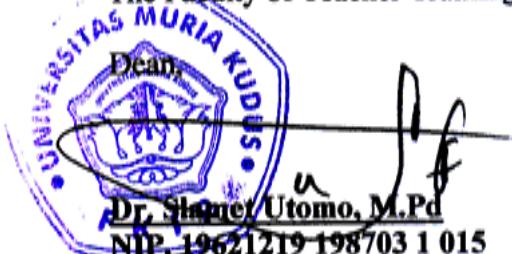
, Member

  
Agung Dwi N, S.S., M.Pd  
NIS. 0610701000001187

, Member

Acknowledged by

The Faculty of Teacher Training and Education



## **ACKNOWLEDGEMENT**

Gratitude to Allah SWT the Master of the universe, who has given us mercies and blessing till the writer can finish this skripsi entitled “The Use of Gambit in Teaching Speaking (A Descriptive Study at the eleventh grade of SMA N 2 Bae Kudus in the Academic Year 2013/2014).”

The writer realizes that this skripsi would never be complete without any support, suggestion, guidance, and assistance of others. The writer would like to express the writer’s deepest gratitude to:

1. Dr. Slamet Utomo, M.Pd. as the Dean of Teacher Training and Education Faculty the University of Muria Kudus.
2. Diah Kurniati, S.Pd, M.Pd. as the Head of English Education Department Teacher Training and Education Faculty the University of Muria Kudus.
3. Dr. H. Ahmad Hilal Madjid, M.Pd as the first advisor who always has patience in giving guidance to improve this skripsi.
4. Dra. Sri Surachmi, M.Pd. as the second advisor who always has carefully read and gives suggestions for the improvements of this skripsi.
5. Saiful Bakri, S.Pd, M.Pd. as the principal of SMA N 2 Bae Kudus.
6. Siti Zaenab, S.Pd. as the English Teacher of SMA N 2 Bae Kudus.
7. The writer’s beloved mother (Suci, S.Pd) and father (Jalal Kunstyanto, S.Pd) and also her sister (Ervina Rosa Amelia).

8. All lecturers and staffs of English Education Department Teacher Training and Education Faculty Muria Kudus University who has been supporting me to finish this skripsi.
9. All students XI-IPA 3 in SMA N 2 Bae Kudus in Academic Year 2013/2014 as the data source so the writer's research in this skripsi.

10. Unmentioned the writer's friends.



## ABSTRACT

Ardyanti, Cintya Rizky. (2014). *The Use of Gambit in Teaching Speaking (A Descriptive Study at the Eleventh Grade of SMA N 2 Bae Kudus in the Academic Year 2013/2014)*. Skripsi. English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisor: (1) Dr. H. Ahmad Hilal Madjdi, M.Pd (2) Dra. Sri Surachmi, M.Pd.

Key words: Analysis, gambit, teaching speaking

As human, of course we need to do interaction everyday each other. Gambit can help someone gets information of the conversation easier and sounded natural. Gambit is very important to learnt and practiced in teaching speaking. The English teacher and the students need to use gambit to make their conversation in the class sounded natural. So, they also can apply it in their daily activity.

This research is aimed to find out (i) The types of gambit in teaching speaking at the eleventh grade of SMA N 2 Bae Kudus in the academic year 2013/2014.(ii) The function of gambit in teaching speaking at the eleventh grade of SMA N 2 Bae Kudus in the academic year 2013/2014.

The method applied in this research is descriptive qualitative method. The data source in this research is a video recording of teaching speaking, whereas the expressions of gambit becomes the data of analysis. There were some steps to analze the data. They were (i) Asking permission, (ii) Joining and recording teaching speaking, (iii) Watching the recording video, (iv) Transcribing the dialog, (v) Making some codes in the transcription.

The research finding shows that (i) this analysis had found 118 expressions of gambit which there were 71 expressions of opening gambits, 13 expressions of linking gambits, and 34 expressions of responding gambits. The writer concludes that the most dominant's type of gambit is opening gambit, the second dominant's types of gambit is responding gambit, and the last dominant's types of gambit is linking gambit. (ii) The writer found various functions of gambit. They were 10 functions in opening gambit that is to introduce a topic of conversation, 7 functions of linking gambit that is to link what we have to say to what someone has just said, and 4 functions of responding gambit that is to respond what we have heard.

By understanding this research, hopefully the English teachers can increase more knowledge inside this research and they can apply it in the teaching speaking to be better. For the researchers, the writer expects that this research can be useful and they find out other investigations.

## ABSTRAK

Ardyanti, Cintya Rizky. (2014). *Penggunaan Gambit dalam Pengajaran Berbicara (Descriptive Styudy di Kelas Sebelas SMA N 2 Bae pada Tahun Ajaran 2013/2014)*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing: (1) Dr. H. Ahmad Hilal Madjdi, M.Pd (2) Dra. Sri Surachmi, M.Pd.

Key words: Analisis, gambit, pengajaran speaking

Sebagai manusia, tentu saja kita perlu berinteraksi setiap harinya satu sama lain. Gambit dapat membantu seseorang memperoleh informasi dalam percakapan dengan mudah dan terdengar natural. Gambit sangat penting dipelajari dan diperaktikkan di dalam pengajaran speaking. Guru bahasa Inggris dan murid-murid perlu menggunakan gambit untuk membuat percakapan di kelas terdengar natural. Jadi, mereka juga menerapkannya di kehidupan sehari-hari.

Penelitian ini bertujuan guna menemukan (i) jenis-jenis gambit dalam pengajaran speaking di kelas sebelas SMA N 2 Bae Kudus di tahun ajaran 2013/2014. (ii) Fungsi gambit dalam pengajaran speaking di kelas sebelas SMA N 2 Bae Kudus di tahun ajaran 2013/2014.

Metode yang digunakan dalam penelitian ini yaitu descriptive qualitative. Sumber data dalam penelitian ini yaitu video recording dalam pengajaran speaking, sedangkan ekspresi gambit menjadi data dalam analisis. Ada beberapa langkah dalam menganalisis data. Langkah-langkah tersebut yaitu (i) pemohonan ijin, (ii) ikut serta dan merekam pengajaran speaking, (iii) memperhatikan video recording, (iv) mentranscrib dialog, (v) membuat beberapa kode dalam transkrip.

Penemuan penelitian menunjukkan bahwa dari 118 ekspresi gambit yang telah ditemukanada 71 ekspresi opening gambit, 13 ekspresi linking gambit dan 34 ekspresi responding gambit. Penulis menyimpulkan bahwa jenis gambit yang paling dominan digunakan adalah opening gambit, kedua yaitu responding gambit, dan yang lebih sedikit yang digunakan pada linking gambit. (ii) Penulis menemukan bermacam fungsi gambit. Yaitu 10 fungsi pada opening gambit untuk memperkenalkan sebuah topik dalam percakapan, 7 fungsi pada linking gambit untuk menghubungkan apa yang kita katakan apa yang seseorang baru katakan, dan 4 funsi responding gambit untuk menanggapi apa yang kita dengar.

Dengan memahami penelitian ini, dengan penuh harapan guru-guru bahasa Inggris dapat meningkatkan pengetahuan dari penelitian ini dan mereka dapat menerapkannya dalam pengajaran speaking supaya menjadi lebih baik. Untuk para peneliti, penulis mengharapkan penelitian ini berguna dan mereka menemukan penelitian lain.

## TABLE OF CONTENTS

	Page
<b>COVER .....</b>	<b>i</b>
<b>LOGO.....</b>	<b>ii</b>
<b>TITLE .....</b>	<b>iii</b>
<b>MOTTO AND DEDICATION.....</b>	<b>iv</b>
<b>ADVISOR'S APPROVAL .....</b>	<b>v</b>
<b>EXAMINER'S APPROVAL.....</b>	<b>vi</b>
<b>ACKNOWLEDGMENT .....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>ix</b>
<b>ABSTRAKSI.....</b>	<b>x</b>
<b>TABLE OF CONTENTS.....</b>	<b>xi</b>
<b>LIST OF FIGURE.....</b>	<b>xiv</b>
<b>LIST OF TABLE.....</b>	<b>xv</b>
<b>LIST OF APPENDICES .....</b>	<b>xvi</b>

## CHAPTER I INTRODUCTION

1.1 Background of the Research .....	1
1.2 Statement of the Problem.....	3
1.3 The Objective of the Research .....	3
1.4 Significance of the Research.....	4
1.5 Scope of the Research.....	4
1.6 Operational Definition.....	5

## **CHAPTER II REVIEW TO RELATED LITERATURE**

2.1	Language as Means of Communication .....	6
2.2	Speaking Skill.....	7
2.3	Teaching Speaking.....	8
2.4	Teaching Speaking at the Eleventh Grade of SMA N 2 Bae in the Academic Year 2013/2014 .....	8
2.5	Gambit .....	10
2.5.1	Opening Gambit.....	10
2.5.2	Linking Gambit. ....	23
2.5.3	Responding Gambit. ....	34
2.6	Review of Previous Research .....	43
2.7	Theoretical Framework.....	44

## **CHAPTER III METHOD OF THE RESEARCH**

3.1	Design of the Research .....	46
3.2	Data and Data Source .....	47
3.3	Data Collection .....	47
3.4	Data Analysis.....	48

## **CHAPTER IV: FINDING AND DISCUSSION**

4.1	The Types of Gambit Used in Teaching Speaking at the Eleventh Grade of SMA N 2 Bae Kudus in the Academic Year 2013/2014 .....	50
4.2	The Functions of Gambit Used in Teaching Speaking at the Eleventh Grade of SMA N 2 Bae Kudus in the Academic Year 2013/2014 .....	52

## **CHAPTER V: DISCUSSION**

5.1 The Types of Gambit Used in Teaching Speaking at the Eleventh Grade of SMA N 2 Bae Kudus in the Academic Year 2013/2014.....	57
5.1.1 Opening gambit.....	57
5.1.2 Responding gambit .....	58
5.1.3 Linking gambit.....	59
5.2 The Functions of Gambit Used in Teaching Speaking at the Eleventh Grade of SMA N 2 Bae Kudus in the Academic Year 2013/2014.....	59
5.2.1 The function of opening gambit.....	60
5.2.2 The function of linking gambit .....	63
5.2.3 The function of responding gambit .....	65

## **CHAPTER VI: CONCLUSION AND SUGGESTION**

6.1 Conclusion .....	67
6.2 Suggestion .....	68

<b>BIBLIOGRAPHY .....</b>	<b>69</b>
<b>APPENDICES .....</b>	<b>70</b>
<b>CURRICULUM VITAE .....</b>	<b>90</b>
<b>STATEMENT .....</b>	<b>91</b>

## LIST OF FIGURE

<b>Figure</b>	<b>Page</b>
Figure 2.1 :The types and functions based on the theory from Keller and Warner (1988:5-85).....	45



## LIST OF TABLES

<b>Tabel</b>	<b>Page</b>
Table 4.1 The Types of Gambit Used in Teaching Speaking at the Eleventh Grade of SMA N 2 Bae Kudus in the Academic Year 2013/2014 ....	50
Table 4.1 The Functions of Gambit Used in Teaching Speaking at the Eleventh Grade of SMA N 2 Bae Kudus in the Academic Year 2013/2014 ....	53

